

SALES MANAGEMENT

This course will provide the student with the opportunity to analyze and evaluate the various aspects of sales in today's marketplace. The student will study concepts needed to respond to customer wants and needs through planned personalized communication that influences purchase decisions, ensures satisfaction, and enhances future business opportunities. The course will include advanced selling concepts, investigation of career opportunities, and the technological influences on sales and sales management.

Recommended Pre-requisite: One marketing credit in a core course*

Recommended Credits: 1/2 - 3*

Recommended Grade Levels: 11th, 12th

***Note 1: Core courses: Marketing and Management I – Principles; Services Marketing; Retail Operations; Wholesale Operations; Financial Services Marketing**

Note 2: Standards to be completed for ½ credit are identified with one asterisk (*). Additional standards to be completed for 1 credit are identified with two asterisks (**). A paid, credit-generating work-based learning component is recommended for advanced students for up to 2 additional credits. This standard is identified by three asterisks ().**



Sales Management

***STANDARD 1.0**

The student will examine the interrelationships between economic and marketing concepts and selling.

***STANDARD 2.0**

The student will analyze customer/client behavior in the buying process.

***STANDARD 3.0**

The student will evaluate techniques utilized to sell products and services.

***STANDARD 4.0**

The student will analyze strategies that build and maintain customers/clients.

****STANDARD 5.0**

The student will analyze and evaluate legal, moral, and ethical issues affecting selling and sales management.

****STANDARD 6.0**

The student will analyze the non-selling tasks of sales staff and management.

****STANDARD 7.0**

The student will identify the technological influences in sales.

****STANDARD 8.0**

The student will identify and appraise career opportunities in selling and sales management.

***STANDARD 9.0**

The student will apply organizational and leadership skills.

*****STANDARD 10.0**

The student will analyze how sales management principles are applied in a specific work-based learning experience.

***STANDARD 11.0**

The student will apply and relate academic subject matter integration to sales.

Sales Management

COURSE DESCRIPTION: This course is a study of the concepts needed to respond to customer wants and needs through planned personalized communication that influences purchase decisions, ensures satisfaction, and enhances future business opportunities. Subject matter will include selling strategies, psychological and social factors influencing buying and selling, career opportunities, and technological integration in selling.

STANDARD 1.0

The student will examine the interrelationships between economic and marketing concepts and selling.

LEARNING EXPECTATIONS

The student will:

- 1.1 Examine the function of selling in the national economy.
- 1.2 Determine economic indicators that affect selling.
- 1.3 Evaluate the impact of the international economic climate and international trade on selling.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Assesses the benefits of selling in our free enterprise system.
- 1.2 Analyzes current economic trends which impact selling.
- 1.3 Explains international trade and its impact on selling.

INTEGRATION/LINKAGES

Language Arts, Economics, Speech, Social Studies, Business Law, Government

SAMPLE PERFORMANCE TASKS

- Write an essay on the benefits of selling to the American way of life.
- Using the Internet, library, or other sources, the student will collect data on events involving international trade. The student will then predict the impact on selling. Hold a debate on projected outcomes.

STANDARD 2.0

The student will analyze customer/client behavior in the buying process.

LEARNING EXPECTATIONS

The student will:

- 2.1 Examine the various characteristics of customers/clients.
- 2.2 Examine the five stages of the customer buying process.
- 2.3 Evaluate the impact of the selling process on the customer buying process.
- 2.4 Determine the difference between consumer selling and industrial selling.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1 Analyzes customer/client types and buying motives.

- 2.2 Differentiates between each stage of the customer buying process.
- 2.3 Integrates the selling process with the buying process.
- 2.4 Compares and contrasts the similarities and differences between consumer selling and industrial selling.

INTEGRATION/LINKAGES

Business Education, Language Arts, Speech, Art, Psychology, Sociology, Technology

SAMPLE PERFORMANCE TASKS

- Create a cartoon or other visual depiction of the stages of the buying process.
- Create a diagram showing the relationship between the selling techniques associated with the steps of the sale and the customer buying process.
- Select appropriate techniques to handle various customer/client types.
- Choose appropriate products/services to meet customer/client buying motives.

STANDARD 3.0

The student will evaluate techniques utilized to sell products and services.

LEARNING EXPECTATIONS

The student will:

- 3.1 Identify the steps of a sale and techniques used in the selling process.
- 3.2 Obtain and analyze product and service information to facilitate the selling process.
- 3.3 Compare and contrast types of selling (telemarketing, electronic, etc.).
- 3.4 Distinguish the steps of a sale and sales techniques needed to sell tangible versus intangible.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Discusses the integration of selling techniques into the steps of a sale.
- 3.2 Compiles product information from a variety of sources (including the company, competition, and sales personnel).
- 3.3 Evaluates the types of selling that may be used for a specific product/service or business.
- 3.4 Demonstrates the steps of the sale in a role-play situation.

INTEGRATION/LINKAGES

Business Education, Language Arts, Technology, Art, Speech, Psychology

SAMPLE PERFORMANCE TASKS

- Select a product and create a visual display of the product and its many features.
- Create a poster or other visual identifying the various sources used to obtain product information.
- Develop a sales presentation for a product of choice. All steps of the sale should be included in the presentation.
- Evaluate a written or video-taped sales presentation.

STANDARD 4.0

The student will analyze strategies that build and maintain customers/clients.

LEARNING EXPECTATIONS

The student will:

- 4.1 Examine the importance of prospecting in developing a client base.
- 4.2 Evaluate techniques used to maintain positive customer/client relationships.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student is able to:

- 4.1 Analyzes the use and impact of prospecting on selling.
- 4.2 Assesses the importance of maintaining customer/client goodwill and loyalty.

INTEGRATION/LINKAGES

Business Education, Language Arts, Technology, Art, Speech, Psychology

SAMPLE PERFORMANCE TASKS

- Design a poster that could be displayed in an employee lounge stressing the importance of the salesperson's role in maintaining customer goodwill.
- Create a visual display that differentiates between prospecting methods used in consumer selling and prospecting methods used in industrial sales.
- Interview a professional salesperson about the role prospecting plays in his or her job.

STANDARD 5.0

The student will analyze and evaluate legal, moral, and ethical issues affecting selling and sales management.

LEARNING EXPECTATIONS

The student will:

- 5.1 Identify the legal aspects of sales contracts and warranties.
- 5.2 Evaluate the legal aspects of standardization, grading, and labeling products.
- 5.3 Examine the legal aspects pertaining to advertising.
- 5.4 Analyze the legal aspects related to pricing.
- 5.5 Analyze ethical responsibilities in relationships with sales personnel, customers/clients, competitors and vendors.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Examines the components of sales contracts and their implications.
- 5.2 Distinguishes between standards, grades, and legal requirements of labeling.
- 5.3 Analyzes legal and ethical considerations in advertising as it relates to a specific business.
- 5.4 Examines the laws related to pricing.
- 5.5 Evaluates ethical situations involving sales personnel, customers/clients, competitors, and vendors.

INTEGRATION/LINKAGES

Business Education, Language Arts, Technology, Art, Speech, Psychology, American

SAMPLE PERFORMANCE TASKS

- Contact a local company and get a sample sales contract. The student will then analyze the parts of the contract.
- Collect several warranties and outline them showing similarities and differences.
- Assume the role of someone selling his or her elaborate stereo system and draw up a sales contract.
- Assume the role of a real estate agent and design a rental agreement.
- Collect several newspaper advertisements he or she thinks may be false or misleading. Rewrite the ads to eliminate misleading information.
- Write an essay on moral and ethical implications of misleading advertising.
- Your company sells computers and has advertised the following ad -- "Lap Top Computer only \$39.99 per month for 48 months OR pay cash -- only \$999.99 + tax." The sales tax rate is 8-1/2%. Compute the total cost for cash payment, total cost if financed, amount of interest, and the annual percentage rate.

STANDARD 6.0

The student will analyze the non-selling tasks of a sales staff and management.

LEARNING EXPECTATIONS

The student will:

- 6.1 Analyze the duties of sales staff and management.
- 6.2 Assess the responsibilities of building, training, and evaluating a sales staff.
- 6.3 Examine methods of compensation for a sales staff.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Distinguishes the difference between the duties of a retail sales manager and sales staff.
- 6.2 Explores the tasks involved in building, training, motivating and evaluating a sales force.
- 6.3 Analyzes various financial and non-financial compensation plans.

INTEGRATION/LINKAGES

Language, Technology, Art, Speech, Psychology, Mathematics

SAMPLE PERFORMANCE TASKS

- Develop a plan for motivating a sales staff for a specific business.
- Make a chart showing the calculations for straight wages, straight commission, salary plus commission, quotas, draws, and supplementary incentives.
- Develop a weekly sales staff schedule given the total amount that can be spent on wages. Not all employees should make the same wage. Each student should be prepared to justify the scheduling decision.
- Create a poster depicting the job responsibilities of the sales force.
- Calculate selling cost percentage, average sales, and cost per call or transaction.

STANDARD 7.0

The student will identify the technological influences in sales.

LEARNING EXPECTATIONS

The student will:

- 7.1 Analyze advancements in technology and their impact on professional selling.
- 7.2 Examine the role of government control and regulation of technology.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Appraises the challenges encountered when using technology.
- 7.2 Assesses the role of government control and regulation of technology.

INTEGRATION/LINKAGES

Business Education, Language Arts, Technology, Art, Speech, American Legal Systems, Government

SAMPLE PERFORMANCE TASKS

- Conduct research on emerging technologies in professional selling.
- Select an emerging technology and predict the impact on professional selling.
- Using a team approach, select a new technology and develop a presentation for a group of employees who will be effected by the technology.
- Design a table identifying regulations of technology.

STANDARD 8.0

The student will identify and appraise career opportunities in selling and sales management.

LEARNING EXPECTATIONS

The student will:

- 8.1 Discuss professional selling career opportunities.
- 8.2 Evaluate the educational and technological skills required of professional sales staff and management.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Collects and assesses employment trends and required educational and technological skills in sales careers.
- 8.2 Analyzes a professional sales training program.

INTEGRATION/LINKAGES

Business Education, Language Arts, Technology, Psychology

SAMPLE PERFORMANCE TASKS

- Organize a group of want ads for sales force and sales management positions in the community.
- Compose a list outlining relevant information about skills required of sales staff or management.

STANDARD 9.0

The student will apply organizational and leadership skills.

LEARNING EXPECTATIONS

The student will:

- 9.1 Demonstrate knowledge of DECA.
- 9.2 Utilize critical thinking, decision making, and problem solving skills.
- 9.3 Identify and develop personal characteristics needed in leadership situations.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 9.1 Relates his/her knowledge of DECA through a written or oral evaluation.
- 9.2 Analyzes and solve problems utilizing DECA competitive written events or role-play situations.
- 9.3 Develops leadership skills through DECA participation.

INTEGRATION/LINKAGES

Business Education, Language Arts, Technology, Art, Speech, Psychology, Mathematics, Technology

SAMPLE PERFORMANCE TASKS

- Join and participate in DECA.
- Given a role-play situation, the student or groups of students will develop a strategy to solve the problem.
- Prepare for and enter a written or a role-play competitive event.
- Run for a DECA office.
- Participate in chapter activities.

STANDARD 10.0

The student will analyze how sales management principles are applied in a specific work-based learning experience.

LEARNING EXPECTATIONS

The student will:

- 10.1 Apply principles of selling to a work-based situation.
- 10.2 Integrate time management principles in organizing his/her schedule to include school, work, social and other activities.
- 10.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 10.4 Employ the principles of safety to the work-based experience.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 10.1 Scores average or above on the employer evaluation.
- 10.2 Designs a plan to include his/her schedule of activities.
- 10.3 Records and assess workplace events based on ethical implications.
- 10.4 Applies safety rules and regulations to the worksite.

INTEGRATION/LINKAGES

Language Arts, Mathematics, Science, Government

SAMPLE PERFORMANCE TASKS

- Keep a wage and hour report.
- Make an oral presentation outlining safety considerations for a job.

STANDARD 11.0

The student will apply and relate academic subject matter integration in sales.

LEARNING EXPECTATIONS

The student will:

Language and Fine Arts

- 11.1 Utilize proper grammar and writing skills.
- 11.2 Utilize effective verbal communication skills.

Mathematics

- 11.3 Utilize math formulas in selling.
- 11.4 Assess how mathematical/accounting principles are utilized in selling.
- 11.5 Utilize graphs to illustrate quantitative data.

Social Studies

- 11.6 Assess economic principles that influence selling.
- 11.7 Examine government regulations imposed on business.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

Language and Fine Arts

- 11.1 Prepares a written or an oral report.
- 11.2 Communicates verbal ideas in a role-play scenerio.

Mathematics

- 11.3 Calculates projected sales for a one-month time period.
- 11.4 Calculates sales goal.
- 11.5 Prepares a graph illustrating sales over a six-month time period.

Social Studies

- 11.6 Researches recent economic trends as they influence sales of a selected product.
- 11.7 Based on a selected product, examines the government regulations imposed on the sales of that product.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Social Studies, Mathematics, Language Arts, Foreign Languages, Science

SAMPLE PERFORMANCE TASKS

- Prepare a presentation about selling.
- Compute compensation based on a wage/hour report.

SUGGESTED RESOURCES

SCANS

National Marketing Education Standards

MarkEd Laps #100 - #126

Marketing Essentials; Glencoe

Selling: Helping Customers Buy; Southwestern

Retail Merchandising; Southwestern

Marketing Practices and Principles; Glencoe

Marketing Foundations and Functions; Southwestern

World Wide Web

Professional Sales Organizations

Local Employers

Chamber of Commerce

Accountant, Attorney, Insurance Agent

Community Employers

Vocational Advisory Committee

Small Business Administration